

**THE EFFECT OF USING TASK-BASED APPROACH TOWARD
STUDENTS' LISTENING ABILITY AT
SMAN 12 PEKANBARU**



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A Thesis

Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education
(S.Pd.)



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Pekanbaru, 20 April 2012

The writer,

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ABSTRAK

Kartika Susanti (2012): Pengaruh dari Penggunaan Pendekatan Berbasis Tugas terhadap Kemampuan Mendengar Siswa SMAN 12 Pekanbaru

Mendengar adalah salah satu kemampuan dasar bahasa yang berperan penting dalam komunikasi. Pada Pengajaran Bahasa Inggris (ELT) sebelumnya, mendengar disajikan sebagai sarana untuk memperkenalkan tata bahasa baru melalui model dialog. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan mendengar yang diajarkan dengan atau tanpa menggunakan pendekatan berbasis tugas dan untuk mengetahui pengaruh yang signifikan dari penggunaan pendekatan berbasis tugas tersebut untuk meningkatkan kemampuan mendengar siswa di SMAN 12 Pekanbaru.

Penelitian ini merupakan penelitian eksperimental, tepatnya sebuah penelitian eksperimental semu. Desain penelitian ini adalah pre-test - post-test yang tidak setara kelompok kontrol. Penerapan pendekatan ini dilakukan dalam enam kali pertemuan. Instrumen dari penelitian ini adalah tes. Peserta dari penelitian ini adalah siswa/i kelas dua SMAN 12 Pekanbaru.

Temuan dari penelitian ini menunjukkan bahwa peningkatan dapat dilihat dari nilai t-tes. Total skor dari t-test adalah 3,47. Berdasarkan t-tabel, $1,99 < 3,47 > 2,64$. Oleh karena itu, dapat disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan pendekatan berbasis tugas untuk meningkatkan kemampuan mendengar siswa di SMAN 12 Pekanbaru.

ABSTRACT

Kartika Susanti (2012): The Effect of Using Task-Based Approach toward Students' Listening Ability at SMAN 12 Pekanbaru

Listening is one of the basic language skills which plays an important role in communication. In the early days of English Language Teaching (ELT), listening chiefly served as a means of introducing new grammar through model dialogues.

The purposes of this research were to find out students' listening ability taught by task-based approach and without task-based approach and to find out the significant effect of using task-based approach to improve students' listening ability at SMAN 12 Pekanbaru.

This research was an experimental research, precisely a quasi experimental research. The design of this research was pre-test - post-test non-equivalent control group. Six meetings were given for treatments. The instrument of this research was test. The participants were the second year students of SMAN 12 Pekanbaru.

The research findings showed that the improvement could be seen from the score of t-test. The total score of t-test is 3.47. Based on t-table, $1.99 < 3.47 > 2.64$. Therefore, it could be concluded that there is a significant effect of using task-based approach to improve students' listening ability of SMAN 12 Pekanbaru.

ملخص

كارتیکا سوسانتي (2012): تأثير استخدام النهج المبني على الواجبات إلى قدرة الطلاب على السمع بالمدرسة المتوسطة العالية الحكومية 12 باكنبارو.

إن السمع من إحدى المهارات الأساسية ولها دور مهم في الاتصال. في دراسة اللغة الإنجليزية السابقة، إن السمع وسيلة لمعرفة القواعد الجديدة على طريقة الحوار. الهدف في هذا البحث لمعرفة القدرة على السمع باستخدام نهج مبني على الواجبات و بدونها و لمعرفة تأثير استخدام النهج المبني على الواجبات إلى قدرة الطلاب على السمع بالمدرسة المتوسطة العالية الحكومية 12 باكنبارو.

عرضت الباحثة على بحث تجريبي وهو البحث التجريبي الواضح. عرض هذا البحث على الاختبار القبلي و الاختبار البعدي لفرقة الضبط غير متساوية. ويتم تطبيق هذا النهج في ست جلسات. الأدوات في هذا البحث هي الاختبار. المشتركون في هذا البحث هم طلاب الصف الثاني بالمدرسة المتوسطة العالية الحكومية 12 باكنبارو.

تدل حصول هذا البحث أن هناك الترقية ما تبدو في نتيجة ت-الاختبار. مجموع النتائج من ت-الاختبار هي 47،3. بناء على ت-الجدول 99،1 <47،3> 64،2. وبذلك، استتبقت الباحثة أن هناك تأثيرا هاما من استخدام النهج المبني على الواجبات لترقية قدرة الطلاب على السمع بالمدرسة المتوسطة العالية الحكومية 12 باكنبارو.

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CHAPTER I

INTRODUCTION

A. Background of Problem

Listening is one of the basic language skills which plays an important role in communication. Everybody as a normal person needs listening skill, in this case, it is needed to comprehend messages what the speaker or sound whether face to face which consist of throughout radio, tape recorder, or television programs. As Nunan points out, listening is assuming greater and greater importance in foreign language classrooms.¹ By learning listening, it gives input to the students that ease them to learn any learning, such as writing, reading, and speaking. In the classroom, listening is a modality that is used most frequently, for example listening the instruction. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

The purposes of teaching listening can be seen in syllabus. These objectives are listed in the basic competencies and learning indicators. The teachers use School Based Curriculum Development (KTSP) in teaching English. One of them is that students are able to understand and respond the meaning in the many kinds of text which uses various oral languages accurately, fluently, and contextually.² Developing communicative competence in English will provide students by practicing of using English in contextual, integrated and collaborative

¹ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (Cambridge: Cambridge University Press, 2002), p. 238

² Silabus Bahasa Inggris Kurikulum Satuan Tingkat Pendidikan (KTSP) (Kelas/Semester: XI/2)

ways to develop the ability to use English appropriately. The passing score standard is 75. To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular occasions, and not simply to understand the words themselves.³

To achieve the goal of curriculum, the English teacher has implemented some approaches to language teaching and the role of listening. However, the English teacher has done many efforts to develop students' ability in listening, such as using video, movies, and teacher speaking, but, in fact, the students still fail to obtain the objective of listening skill. The listening competence of students is still weak in general. Many students have failed to reach the require proficiency level. When they meet English speakers outside the classroom, they often find themselves unable to understand the real speech. Besides, it can be seen in the following phenomena:

- a. Some students lack of respond over the meaning of English conversation.
- b. Some students are not able to respond the meaning of short spoken text.
- c. Some students are not able to respond the meaning of the monolog text.
- d. Some students are difficult to comprehend the conversation done by others.

In order to solve these problems, there are some teaching approaches that can be used by the teacher to increase students' listening ability. One of them is using task-based approach, which is based on using tasks as the core of language

³ Mary Underwood, *Teaching Listening*, (England: Longman Group (FE) Ltd.,1989), p. 1

teaching and learning. Brown stated that the main idea behind a task-based approach to develop listening is the students become active listeners.⁴ Recent methodologies to teach listening point out that listening develops through the process of exposing learners to listening texts on which they perform tasks specially designed to promote the development of certain sub-skills.⁵ According to Jack and Willy, the advantage of listening tasks is that they can keep extraneous reading or writing to a minimum.⁶

Task is a piece of work that has to be done. According to Nunan, a task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form.⁷ Task can be devised in which the classroom action is centered on the learner, not the teacher. In task exploiting this idea, students actively involved in structuring and restructuring their understanding of the language and in building their skills in using the language. Task type is an important factor in teaching listening. Different types of tasks focus on different stages of the listening process, listening strategies and sub-skills that learners need to develop. In order that the listening process is not difficult, Brown said that students need to pay special attention to

⁴ John Flowerdew and Linsey Miller, *Second Language Listening: Theory and Practice*, (USA: Cambridge University Press, 2005), p. 14

⁵ Bojana Petric, *The Effect of Listening Instruction on the Development of Listening Skills of University Students of English* from <http://Ludens.elte.hu>

⁶ Jack C. Richards and Willy A. Renandya, *Op. Cit.*, p. 244

⁷ Masoud Bahrami. *The Effect of Task Types on EFL Learners' Listening Ability*, from <http://www.kon.org>

such factors because they highly influence the processing of speech and can often block comprehension if they are not attended to.⁸

Based on the explanation above, the writer is interested in conducting the research entitled: **The Effect of Using Task-Based Approach toward Students' Listening Ability at SMAN 12 Pekanbaru.**

B. Definition of the Terms

In order to avoid misunderstanding and misinterpretation about some terms used in the research, the writer defines them as follows:

1. Effect

Effect is change that something or somebody causes in something or somebody else, or result.⁹ The writer concludes that the meaning of effect here is as the influence that is appeared by task-based approach toward students' listening ability of SMAN 12 Pekanbaru.

2. Task-based

The term "task-based" certainly covers many different interpretations. So Long defines it as "a piece of work undertaken for oneself or for others, freely or for some reward"¹⁰ In this research, task-based refers to an activity which is done by students to improve their listening ability.

⁸ Astinah, "The Students' Activities in Improving Their Ability in Listening Comprehension a MAN 1 Pekanbaru", Unpublished Magistered Theses, (Pekanbaru: UIN, 2009), p. 2

⁹ A.S. Hornby, *Oxford Edvanded Learner's Dictionary of Current English, Seventh Edition*, (New York: Oxford University Press, 2005), p. 138

¹⁰ María Rosario Cuesta Cuesta, *A Task-Based Approach to Language Teaching: The Case for Task-Based Grammar Activities*, (Institute of Education, University of London, 1995), p.91

3. Approach

According to Anthony, an approach was a set of assumptions dealing with the nature of language, learning, and teaching.¹¹ The meaning of approach here is a set assumptions dealing with task-based in improving the students' listening ability.

4. Student

Student is a person who is studying at a college or university.¹² In this research, students here are the second year students of SMAN 12 Pekanbaru, especially students in science class 1 and 3.

5. Listening

According to Field, listening is a skill which impacts in specific ways upon the classroom context in general and upon the individual learner in particular.¹³ In this research, listening is the students' skill to get the meaning from something they heard.

6. Ability

According to Hornby, ability is the capacity of power to do something.¹⁴ Ability in this research refers to the students' capacities in listening.

¹¹ Jack C. Richards and Willy A. Renandya, *Op. Cit*, p. 9

¹² *Oxford Learner's Pocket Dictionary*, (USA: Oxford University Press, 2000), p. 429

¹³ John Field, *Listening in the Language Classroom*, (USA: Cambridge University Press, 2008), p. 56

¹⁴ Indah Susilawati, "Ability of the Second Year Students of SMAN 1 Pasir Penyau in Using Relative Pronoun of Relative Clause in Written Sentences", Unpublished Magistered Theses, (Pekanbaru: UIN Suska, 2009), p. 11

7. SMAN 12 Pekanbaru

SMAN 12 Pekanbaru is one of Senior High Schools in Pekanbaru. It takes place on Garuda Street, Panam. This school is based international.

C. The Problem

1. Identification of the Problem

Based on the background above, the problems of this research are identified as follows:

- a. Why do some students lack of respond over the meaning of English conversation?
- b. Why are some students not able to respond the meaning of short spoken text?
- c. Why are some students not able to respond the meaning of the monolog text?
- d. Why are some students difficult to comprehend the conversation done by others?
- e. How is the students' listening ability that being taught by using task-based approach?
- f. How is the students' listening ability that being taught without using task-based approach?
- g. Is there any significant effect of using task-based approach toward students' listening ability?

2. Limitation of the Problem

The writer limits his research only to figure out the effect of using task-based approach toward students' listening ability at SMAN 12 Pekanbaru.

3. Formulation of the Problem

The formulation will be presented at the following:

- a. How is the students' listening ability that being taught by using task-based approach toward the second year students at SMAN 12 Pekanbaru?
- b. How is the students' listening ability that being taught without using task-based approach toward the second year students at SMAN 12 Pekanbaru?
- c. Is there any significant effect of using task-based approach toward students' listening ability at SMAN 12 Pekanbaru?

D. Objectives and Significance of the Research

1. The Objectives of the Research
 - a. To find out the students' listening ability that being taught by using task-based approach toward the second year students at SMAN 12 Pekanbaru
 - b. To find out the students' listening ability that being taught without using task-based approach toward the second year students at SMAN 12 Pekanbaru

- c. To find out whether there is a significant effect of using task-based approach toward listening ability of the second year students at SMAN 12 Pekanbaru

2. Significance of the Research

Theoretically, these research findings are expected to support the existence of the theories on the foreign language learning especially in listening subject. Practically, they are expected to give the positive contribution and information to the writer herself as the researcher in conducting and increasing her knowledge, especially in field of education research is that on English language teaching and learning research. Besides, these research findings are also expected to provide the students and the teachers at SMAN 12 Pekanbaru, especially with the information of their students' listening ability.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Listening

Hearing is different from listening. Hearing refers to the actual perception and processing of sound. In order to be able to listen in the class, students need to be able to hear. In the early days of English Language Teaching (ELT), listening chiefly served as a means of introducing new grammar through model dialogues.¹ Students can find out the English grammar from the dialogue they hear. Listening is the absorption of the meanings of words and sentences by the brain. Listening leads to the understanding of facts and ideas. As Richards points out, listening as comprehension is the traditional way of thinking about the nature of listening. He also says that this view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse.² It means that listening eases the learners in understanding the spoken text. Carlina states that listening as a metaphor for having the openness and sensitivity to listen and be listened to listening not just with our ears, but with all our senses (sight, touch, smell, taste, orientation).³ Listening opens the sensitivity of all our senses, such as sighting, touching, smelling, and the others.

¹ John Field, *Listening in the Language Classroom*, (USA: Cambridge University Press, 2008), p. 13

² Jack.C. Richards, *Teaching Listening and Speaking: From Theory to Practice*, (USA: Cambridge University Press, 2008), p. 3

³ Carlina Rinaldi, *In Dialogue With Reggio Emilia (Listening, Researching and Learning)*, (London and New York: Routledge, 2006), p. 49

Without listening, students cannot understand the input at the right level, any learning simply cannot be started. According to Jeni, listening is the essential complementary skill to speaking, and in all group settings, active listening needs to be encouraged and recognized as crucial to language development.⁴ In other words, listening is thus fundamental to speaking. Listening, in the context of conversation, is also a very social activity, in which both speaker and hearer affect the nature of the message and how it is to be interpreted.⁵ In addition, Nation and Newton said that listening is the natural precursor to speaking: the early stages of language development in a person's first language (and in naturalistic acquisition of other languages) are dependent on listening.⁶ In conclusion, listening is the process of hearing the message being spoken by the speaker to be understood and interpreted.

There are many sub-skills of general listening. Some of them are:⁷

- a. ability to recognize vocabulary use in core conversational topics
- b. ability to detect key words (i.e. those which identify topics and propositions)
- c. ability to guess the meaning of words from the contexts in which they appear
- d. ability to identify and reconstruct topics and coherent structure from ongoing discourse involving two or more speakers

⁴ Jeni Riley, *Language and Literacy*, (London: SAGE Publications, 2006), p. 27-28

⁵ John Flowerdew and Linsey Miller, *Second Language Listening: Theory and Practice*, (USA: Cambridge University Press, 2005), p. 52

⁶ I.S.P. Nation and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking*, (New York: Routledge, 2009), p. 37

⁷ John Field. *Op. Cit*, p. 101-102

- e. ability to signal comprehension or lack of comprehension, verbally and non-verbally

In listening, there are two models of process which are involved in understanding spoken discourse. These are often referred to as bottom-up and top-down.

a. The Bottom-Up Model

The bottom-up model holds that listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, sentences.⁸ According to Nunan, the bottom-up process is a linear one, in which meaning itself is derived as the last step in the process. In other words, the bottom-up is the phonological code process.

Learners need a large vocabulary and a good working knowledge of sentence structure to process texts bottom-up.⁹ The bottom-up processing is used by many traditional classroom listening activities, such as dictation, cloze listening, the use of multiple choice questions after a text, and similar activities that require close and detailed recognition, and processing of the input. In the classroom, some examples of the kinds of tasks that develop bottom-up listening skill are as follow:¹⁰

- 1) Identify the references of pronouns in an utterance
- 2) Recognize the time reference of an utterance
- 3) Distinguish between positive and negative statements

⁸ John Flowerdew and Linsey Miller, *Op. Cit*, p.24

⁹ Jack.C. Richards, *Op. Cit*, p.5

¹⁰ *Ibid*, p. 6

- 4) Recognize the order in which words occurred in an utterance
- 5) Identify sequence markers
- 6) Identify key words that occurred in a spoken text
- 7) Identify which modal verbs occurred in a spoken text

b. The Top-Down Model

The top-down model involve the listeners in going from the whole—their prior knowledge and their content and rhetorical schemata—to the parts. In other words, the top-down is using the context to make predictions. Top-down processing, on the other hand, refers to the use background knowledge in understanding the meaning of the message. On other words, top-down processing goes from meaning to language, whereas the bottom-up goes from language to meaning.

In the classroom, there are examples of the kinds of tasks that develop top-down listening skill as follow:¹¹

- 1) Students generate a set of questions they expect to hear about a topic, and then listen to see if they are answered.
- 2) Students read one speaker's part in a conversation, predict the other speaker's part, then listen and compare.
- 3) Students listen a part of a story, complete the story ending, then listen and compares ending.

Concerning the listener's purpose is another important consideration in listening. In normal life we have reasons for listening, and interests and purposes

¹¹ *Ibid*, p. 9-10

which our listening serves. When listening to television or radio broadcasts, we usually tune in to certain items and exclude others. The exclusion can be due to a lapse in concentration or to a lack interest in certain topics, or to efficiency in listening.¹² The purpose of listening is to gather, understand, organize and evaluate information to make an information and accurate decision. Listening to a news broadcast to get a general idea of the news of the day involves different processes and strategies from listening to the same broadcast for specific information, such as the result of sporting event. Listening to an announcement requires different listening skills and strategies from listening to film or TV drama. Listening comprehension materials are being developed which reflect this, they do not require to the students to process all of the discourse as though it were equally important but rather to listen for, and to select for attention, certain specific points in the discourse. Therefore students should be able to determine what their purpose should be in any given listening situation.

Nation and Newton distinguish two broad types of listening¹³:

- a. One-way listening---typically associated with the transfer of information (transactional listening).
- b. Two-way listening---typically associated with maintaining social relations (interactional listening).

In addition, Derrington and Groom mention that there are five different types of listening.¹⁴

¹² David Nunan, *Language Teaching Methodology: a textbook for teachers* (New York: Prentice Hall, 1991), p. 24

¹³ I.S.P. Nation and Jonathan Newton, *Op. Cit*, p.40

- a. Informative listening, where the listener aim is to concentrate on the message being given. This may be the content of a lesson, directions, and interactions, etc.
- b. Appreciative listening, where the listener gains pleasure/satisfaction from listening to a certain type of music for example. Appreciative sources might also include particular charismatic speakers or entertainers.
- c. Critical listening, where the listener may be trying to weigh up whether the speaker is credible, whether the message being given is logical and whether they are being duped or manipulated by the speaker.
- d. Discriminative listening, where the listener is able to identify and distinguish inferences or emotions through the speaker's change in voice tone, their use of pause, etc.
- e. Empathic listening, where the listener tends to listen rather than talk. Their non-verbal behaviour indicates that the listener is attending to what is being said. The emphasis is on understanding the speaker's feelings and being supportive and patient.

2. Students' Listening Ability

Perhaps the most important study skill students learn is the ability to listen closely and comprehend what they have heard. Students' listening ability levels can make a difference in their performance as well as the class atmosphere. In

¹⁴ Derrington, et. al., *A Team Approach to Behaviour Management*, (Paul Chapman Publishing, 2004), p. 42-43

addition, many students of English encounter more difficulties in listening and speaking than in reading and writing. When listening to natural, unscripted speech, students are exposed to dense, structured text.

Besides, one way to get some information about students' listening ability is to advise them to keep a diary and write about what might make listening difficult for them and how they sometimes manage to overcome some difficulties. Students' listening skills may be enhanced and tested by asking them questions about what they have heard. Learners can also benefit from practice in recognizing the purpose of presentations and other information they hear.¹⁵ By developing their ability to listen well, we develop our students' ability to become more independent learners, as by hearing accurately they are much more likely to be able to reproduce accurately, refine their understanding of grammar and develop their own vocabulary.

3. Factors Influencing Students' Listening Ability

Determining difficulty in listening is a major problem in language learning. Brown and Yule (1983b) suggest that there are four clusters of factors which can affect the difficulty of listening¹⁶:

- a. The speaker (how many there are, how quickly they speak, what types of accent they have)
- b. The listeners (the role of the listener—whether a participant or eavesdropper, the level of response required, the individual interest in the subject)

¹⁵ T. Wallace, et. al., *Teaching Speaking, Listening and Writing (Educational Practice Series-14)*, (France: TYPHON, 2004), p. 13

¹⁶ David Nunan, *Op. Cit*, p.24-25

- c. The content (grammar, vocabulary, information structure, background knowledge assumed)
- d. Support (whether there are pictures, diagrams or other visual aids to support the text).

According to Syah, there are two factors that influence in learning.¹⁷

a. Internal factor

These factors come from the students themselves, which consist of physiological aspects (the organ of the body) and psychological aspects such as intelligence, attitude, interest, aptitude and motivation.

b. External factor

These factors consist of social environment such as house, equipment and atmosphere.

In addition, Guo mentioned that there are three factors that influence the students' activities in listening.¹⁸

- a. Students' psychological, refers to those non-mental factors not directly involving cognitive process such as; interest, attention, learning emotion, attitude, motivation and willpower.
- b. Grammar knowledge. Language knowledge is the foundation of learning English. If students' knowledge of pronunciation, grammar, and vocabulary it is probable that their English listening

¹⁷ Zarpialis, "The Efforts Done by the Students Increasing Listening Ability at the Second Year Students of English Education and Teacher's Training Faculty of UIN Suska Riau", Unpublished Magistered Theses, (Pekanbaru: UIN, 2007), p. 19

¹⁸ Astinah, *Op. Cit*, p.12

comprehension will be negatively affected by lack of language knowledge.

- c. Cultural background knowledge and thinking. According to American linguist Sapir (1921) maintains that, “language cannot exist without culture..... culture can be explained as what society thinks and does, and the language is the expression of the ideas of the society.” Thus if students’ pronunciation, grammar, vocabulary and cultural knowledge are prosper, they must be grounded in a sound knowledge of the society in which the language is based.

In other words, many factors which can influence the students’ listening ability. Thus factors may come from the students themselves and from outside.

4. The Nature of Task-Based Approach

The concept of task has become an important element in syllabus design, classroom teaching and learner assessment. Task-based approach is a teaching strategy because it is one of the main approaches that have been used to teach listening. Breen concludes that task-based approach is a result of new views on language, new views on teaching methodology, new views on the contribution of the learners to the learning process, and new views on how to plan teaching and learning.¹⁹ Task is a piece of work assigned to or demanded of a person. Conceptions of task vary but some common traits are that task is seen as an activity to be performed in order to accomplish a goal. Tasks are considered as having a recognizable purpose, beginning, and end. According to Vakkari in

¹⁹ Aquilino Sanchez, *The Task-based Approach in Language Teaching*, (University of Murcia: Internacional Journal of English Studies (IJES), 2004), p. 45

Louise Limberg, it is not necessary to provide a definition of task applicable to all situations. What constitutes a task related to information seeking depends on the research question of the study and may be operationalised specifically in different studies.²⁰ It means that task gives the information about our study questions. Tasks are defined in terms of what the learners will do in class rather than in the world outside the classroom.

Breen offers another definition of a pedagogical task:

...any structured language learning Endeavour which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. ‘Task’ is therefore assumed to refer to a range of work plans which have the overall purposes of facilitating language learning – from the simple and brief exercise type, to more complex and lengthy activities such as group problem solving or simulations and decision making.²¹

Using the tasks is the core of language teaching and learning and also as one of Communicative Language Teaching’s divisions. As a general rule, exercises for listening comprehension are more effective if they are constructed around a task. The students should be required to do something in response to what they hear that will demonstrate their understanding. Examples of tasks are answering questions appropriate to the learners, comprehension ability, taking notes, taking dictation, and expressing agreement and disagreement.

²⁰ Louise Limberg, *Proceedings of the Sixth International Conference of Library and Information Science---“Featuring the Future”* from <http://informationr.net>

²¹ Nunan David, *Task-Based Language Teaching*, (USA: Cambridge University Press, 2004), p. 3

Most authors stress the importance of three main factors in the teaching of listening at all levels: listening materials, listening tasks, and the procedure for organizing listening activities. The interplay of these three factors plays a significant role in designing effective listening activities. As for materials, in selecting listening texts for teaching purposes, their various characteristics have to be taken into account, such as genre, level of authenticity, linguistic and cognitive complexity, density of information, length, speed of delivery and variety or dialect of English. In developing classroom materials and activities the input or the tasks can be manipulated. Input, for example, can be in the form of dialogue or monologue. Difficulty in both dialogue and monologue may vary according to the rate of the delivery, level of vocabulary, topic, information content, fluency (among of pausing, errors), and coherence.

The pedagogical implications of task-based approach are:²²

- a. The teacher writes a topic on the board and asks learners why it would be important to listen to the topic.
- b. The teacher asks learners what type of information they would expect to hear in setting up a listening task.
- c. The teacher sets specific types of information for learners to listen for before they listen a second time to a recording.
- d. The teacher chats with the students in the L2 so that they get their mind frame around listening to the L2 before setting up a listening task.

²² John Flowerdew and Linsey Miller, *Op. Cit.*, p. 73-74

- e. The researcher sets up a task that requires listeners to understand one part of the task at a time.
- f. The researcher asks learners to use the L1 to determine their perception of spoken text.
- g. At the end of a task, the researcher asks learners to review their previous knowledge about the speakers and make any changes to their perception of what the message is about.
- h. After completing a listening task, the researcher asks students to identify any part of the text that was difficult to comprehend.

According to John Field, tasks can involve labeling (e.g., buildings on a map), selecting (e.g., choosing a film from three trailers), drawing (e.g., symbols on a weather map), form filling (e.g., a hotel registration form), and completing a grid. In Richard's article, tasks can involve as follow:

- a. *Matching or distinguishing.* Choosing a response in written or pictorial form that corresponds with what was heard (e.g., placing pictures in a sequence which matches a story or set of events; choosing a picture to match a situation, such as listening to a radio advertisement and finding the product from a set of pictures).
- b. *Transferring.* Exercises of this type involve receiving information in one form and transferring the information or parts of it into another form (e.g., listening to a discussion about a house and then sketching the house).

- c. *Transcribing*. Listening, and then writing down what was heard. Dictation is the most common example of this activity.
- d. *Scanning*. Exercises in which listeners must extract selected items by scanning the input in order to find a specific piece of information (e.g., listening to a news broadcast and identifying the name of the winning party in an election).
- e. *Extending*. Exercises which involve going beyond what is provided, such as reconstructing a dialogue when alternate lines are missing or providing a conclusion to a story.
- f. *Condensing*. Reducing what is heard to an outline of main points, such as is required in note taking.
- g. *Answering*. Answering questions from the input. Different sorts of questions will focus on different levels of listening (e.g., questions which require recall of details, those which require inferences and deductions, those which require evaluation or reactions).
- h. *Predicting*. Guessing or predicting outcomes, causes, relationships, and so forth, based on information presented in a conversation or narrative.²³

5. The Effect of Using Task-Based Approach toward Students'

Listening Ability

Specifically, Skehan proposes that a task is an activity in which meaning is primary, there is a communication problem to solve, and the task is closely

²³ Barry P. Taylor, *TESOL Quarterly; A Journal for Teachers English to Speakers of Other Languages and of Standard English as a Second Dialect*, (Pantagraph Printing), p. 235

related to real-world activities.²⁴ Besides, task gives advantageous to the students because it is more student-centered, allows for more meaningful communication, and often provides for practical extra-linguistic skill building. Although the teacher may present language in the pre-task, the students are ultimately free to use what grammar constructs and vocabulary they want. This allows them to use all the language they know and are learning, rather than just the 'target language' of the lesson. Furthermore, as the tasks are likely to be familiar to the students, they are more likely to be engaged, which may further motivate them in their language learning. The students may learn more effectively when their minds are focused on the task, rather than on the language they are using.

By using task as a basic unit of learning, and by incorporating a focus on strategies, we open to the students the possibility of planning and monitoring their own learning, and begin to break down some of the traditional hierarchies.²⁵ When the students give a wrong answer to a written comprehension question, sometimes it is because they have not understood the question (reading) or because they cannot formulate the answer (writing) rather than because their listening is fault. Listening tasks help the students can keep extraneous reading or writing to a minimum. Besides that, listening tasks also demand individual responses. Some tasks types, for example filling in forms, labeling diagrams, or making choices obliges every learner to try to make something of what he or she hears.

²⁴ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (Cambridge: Cambridge University Press, 2002), p. 100

²⁵ Nunan David, *Op .Cit*, p.15

Task is good if:²⁶

- a. Require sustained work and take several days of combined in class and out of class time
- b. Deal with significant mathematical ideas and relationships. They go beyond asking the student to simply recall or reproduce factual information
- c. Might have different solutions or might allow different decisions or positions to be taken or defended
- d. Present non-routine, open-ended, and loosely structured situations that require students both to define the problem and to construct a strategy for solving it
- e. Often grounded in real-world contexts. They seem real and purposeful and are embedded in a meaningful context that seems authentic. They frequently pose a challenge or problem that would be encountered by a person using the content being learned as part of their job
- f. Provide for both group and individual work, with appropriate accountability
- g. Call upon students to make and explain assumptions
- h. Necessitate students to use a variety of problem solving skills and critical thinking skills and thought processes; skills which are taught, not assumed
- i. Include criteria and rubrics for evaluating student performance

²⁶ Ricky Permana Putra, "The Implementation of Task-Based Approach in Learning Process of The Third Year Students of IPS Program at State Senior High School (SMAN) 10 Pekanbaru", (Unpublished Magistered Theses. Pekanbaru: UIN, 2009), p. 13

My own words about the effect of task-based approach, it adds useful elements and contributes to the communicative language teaching with valuable procedures.

B. Relevant Research

There are some researches studies about Task-based approach. They are:

1. Ricky Permana Putra in his research entitled “The Implementation of Task-Based Approach in Learning Process of The Third Year Students of IPS Program at State Senior High School (SMAN) 10 Pekanbaru”. His research is a descriptive research. He took five classes (III IPS Program) which consist of 208 students, because the population was relative large, so he only took 25% of them. In collecting the data, he used questionnaires to find out the data on the students activities in learning process. Besides, he used observation to identify both of teacher and students’ activities on implementation of task based approach in learning process. The result showed that the students’ activities on implementation of task based approach in learning process was categorized less (51.10%). While the implementation of task based approach in learning process of the third year students of IPS program at SMAN 10 Pekanbaru was also less.
2. Ali Murtopo in his research entitled “The Implementation of the Technique of Giving Tasks in the Classroom by the English Teacher at the Third Year Students of State Junior High School (SLPTN) 1 Rupert”. His research was a qualitative research. He focused on the

implementation of the technique of giving tasks in the classroom by the English teacher at the third year students of State Junior High School (SLPTN) 1 Rupert. In his research, he found that the implementation of the technique of giving tasks was enough with percentage 62,5%. However, some factors were influenced of giving English tasks that were not discussed in his research.

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. There are two variables in this research. 'X' Variable is task-based approach and 'Y' Variable is listening ability. To measure each variable, the writer will identify them in some indicators as follows:

1. Task-based Approach ('X' Variable)
 - a. The researcher writes a topic on the board and asks learners why it would be important to listen to the topic.
 - b. The researcher asks learners what type of information they would expect to hear in setting up a listening task.
 - c. The researcher sets specific types of information for learners to listen for before they listen a second time to a recording.
 - d. The researcher chats with the students in the L2 so that they get their mind frame around listening to the L2 before setting up a listening task.
 - e. The researcher sets up a task that requires listeners to understand one part of the task at a time.

- f. The researcher asks learners to use the L1 to determine their perception of spoken text.
- g. At the end of a task, the researcher asks learners to review their previous knowledge about the speakers and make any changes to their perception of what the message is about.
- h. After completing a listening task, the researcher asks students to identify any part of the text that was difficult to comprehend.

2. Listening Ability ('Y' Variable)

- a. The students are able to recognize vocabulary use in core conversational topics
- b. The students are able to detect key words (i.e. those which identify topics and propositions)
- c. The students are able to guess the meaning of words from the contexts in which they appear
- d. The students are able to identify and reconstruct topics and coherent structure from ongoing discourse involving two or more speakers
- e. The students are able to signal comprehension or lack of comprehension, verbally and non-verbally

D. Assumption and Hypothesis

1. The assumption

Before formulating the hypothesis as the temporary answer to the problem, the writer would like to present the assumption of this research:

- a. Students' listening ability is various.
- b. Task-based approach will give significant effect toward students' listening ability.

2. The hypothesis

H_a : There is a significant effect of task-based approach toward listening ability of the second year students at SMAN 12 Pekanbaru.

H_o : There is no significant effect of task-based approach toward listening ability of the second year students at SMAN 12 Pekanbaru.

CHAPTER III

RESEARCH METHODOLOGY

A. Method of the Research

The method of this research is experimental research, precisely quasi experimental research. Experimental research is a research in which the investigator determines whether an activity or material make a difference in result for participant.¹ Quasi experiment is a research that consists of control and experiment group and used intact group not random.² Quasi experiment is frequently used because educators often use intact group. Quasi experiment consists of two kinds. They are pre- and post test design and post test only design.³ The writer will use pre- and post test design in this research. The writer will assign intact group the experiment and control group, administer a pretest to both group, giving treatment for experiment group only, and then the writer administer a post test to assess the difference between the two groups.⁴

In this research, the writer wants to obtain the effect of using task-based approach toward listening ability at second year students of SMAN 12 Pekanbaru. The 'X' variable is the effect of using task-based approach and 'Y' variable is students' listening ability. It can be seen in the research design below:⁵

¹ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: University of Nebraska, 2008),p. 60.

² Tim Puslitjaknov, *Metode Penelitian Pengembangan*, 2008, p.3.

³ John W. Creswell, *Op. Cit.*, p. 314.

⁴ *Ibid*, p. 313- 314.

⁵ Prof. Sukardi, Ph.D, *Metodologi Penelitian Pendidikan: Kompetensi dan Praktisnya*, (Jakarta: Bumi Aksara,2010), p. 186.

Table III.1
Research Design

Class	Pre-Test	Treatment	Post-Test
Experimental Group (X1)	Y ₁	X	Y ₂
Control Class (X2)	Y ₁	-	Y ₂

B. The Time and Location of the Research

This research was conducted on February to March to 2012. The location of this research is at SMAN 12 Pekanbaru.

C. The Subject and the Object of the Research

The subject of this research is the second year students of SMAN 12 Pekanbaru. The object is listening ability of students by using task-based approach of SMAN 12 Pekanbaru and the significant effect of task-based approach toward listening ability of the second year students at SMAN 12 Pekanbaru.

D. Population and Sample

The population of this research is at the second year students of SMAN 12 Pekanbaru. The number of students is about 336 students. It can be seen in the following table population below:⁶

Table III.2
Population of the Research

NO	CLASSES	XI IPA	XI IPS
1	RSBI	32	31
2	1	40	39
3	2	40	38
4	3	40	38
5	4	-	38
TOTAL		152	184

⁶ Interview data from teacher of SMAN 12 Pekanbaru, 11 September 2011.

Sample of the research must be representative all of population. Gay said that “...a good sample is one that representative of the population...”⁷. Further, in determining sample size, he elaborated that for experiment and comparative studies, a minimum of 30 participants in each group is recommended.⁸ Therefore, the writer will take two classes of them as the samples of this research. The two classes are XI IPA 1 and XI IPA 3. The reason why the writer chooses IPA classes is because both XI IPA 1 and XI IPA 3 have the same English teacher. One of the classes will be the experimental class and the other will be the control class. It can be seen in the following table:

Table III.3
Sample of the Research

Class	Population		Total
	Female	Male	
Experimental Group (XI IPA 1)	25	15	40
Control Class (XI IPA 3)	24	16	40
Total	49	31	80

E. Technique of Collecting Data

The data for this research were obtained by using test. Test was used to collect data about student’s listening ability at SMAN 12 Pekanbaru. In collecting data for this research, the writer uses the listening test as the instrument. This research was conducted for about 8 meetings. Test was divided in two kinds of test:

⁷ L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application* (6th Ed), (USA: Prentice-Hall, 2000), p. 123, 134.

⁸ *Ibid*, p. 123.

- a. Pre-test was given to the students before giving the treatment of task-based approach in both of the experimental class and control class to measure the basic of students' listening ability.
- b. Post-test was given to the students after giving the treatment of task-based approach to the experimental class and to the control class which is not given the treatment. This is to find out the effect of using task-based approach toward the students' listening ability.

The number of the questions is 25 questions. In this research, the writer prepared four recorded texts in giving the pre-test and post-test. Three of them are native speakers, and another is non native speaker. The questions were related to the indicators of listening ability.

In this research, the writer used four tasks for task-based approach in the test, as follow⁹:

- 1) *Labeling the diagram*: (a) examine the diagram closely in the time given, (b) predict what the parts/sections/places might be called, (c) anticipate how locations/features might be described, (d) listen carefully to instructions.
- 2) *Form-filling*: (a) read the form carefully and think of how the words will sound when you hear them, (b) although students must try to predict, do not cling too tightly to their predictions.
- 3) *Matching*: (a) look carefully at the graphics in the time given, (b) think about what the students know about the object in the diagram,

⁹ Masoud Bahrami, *Op.Cit*, p. 7.

(c) anticipate the vocabulary and ideas students might hear, (d) identify the differences between the pictures.

- 4) *Selecting*: (a) read the questions in the time given, (b) anticipate the vocabulary and ideas the students might hear, (c) predict what to listen for to decide the answer, (d) do not eliminate any answers until the students have heard the text, no matter how unlikely they may seem.

The reason why the writer chooses the four task types is because they were purely receptive ones in contrast with others (e.g., note-taking), and there was no demand for language production on the part of the learners.

F. The Procedures of the Research

1. The first procedure, the writer gave tryout to know the validity and reliability of the test before tested to experimental and control classes.
2. Giving pre-test for experimental and control classes. The purpose of pre-test was to determine the students' listening ability.
3. Conducting treatment. In experimental class, the writer used task-based approach as approaching in teaching listening. The implementation of task-based approach can be seen in observation sheet. Control class used a traditional listening strategy as a conventional teaching. The writer gave treatments in six meetings of study.
4. Giving the post-test to students in the last meeting of study. The post-test was given for both experimental and control classes. The purpose of post-test was to obtain the data of students' listening ability.

G. Technique of Analyzing Data

To analyze the data of this research, the writer established categories to classify the result of the test as main instrument of this research. Sudijhono in Putri categorized levels of listening ability into five categories level.¹⁰ The category levels are as follow:

Table III.4
The Categories Level of Students' Score

SCORE	CATEGORY
80 – 100	Excellent
66 – 79	Good
56 – 65	Fairly Good
46 – 65	Poor
0 – 45	Failed

After the students' score categorized, the scores were analyzed into T-test as follow:¹¹

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where: t_o = Table Observation

M_x = Mean Variable X (pre-test score)

M_y = Mean Variable Y (post-test score)

SD_x = Standard Deviation Variable X (pre-test score)

¹⁰ Rima Dewi Putri, "The Effect of Using Song in Increasing Students' Listening Ability at the Second Year Students of SMAN 1 Kuantan Hilir, Unpublished Magistered Theses", (Pekanbaru: UIN, 2008), p. 14.

¹¹ Hartono, *Statistik untuk Penelitian (Rev. Ed.)*, (Yogyakarta: Pustaka Pelajar, 2008), p. 184-190.

SD_y = Standard Deviation Variable Y (post-test score)

N = Total Sample

1 & 2 = Absolute Number

In order to analyze the students' listening ability, the researcher used passing score standard of English Lesson in SMAN 12 Pekanbaru (SKL) that was 75 for the students' listening ability, it means for those who get score <75 , they do not pass the passing score standard (SKL), while for those who get score ≥ 75 , they pass the passing score standard (SKL).

In order to find out whether there is a significant effect of task-based approach toward listening ability of the second year students at SMAN 12 Pekanbaru, the data were analyzed statistically. In analyzing the data, the writer used score of pre-test and post-test. The different mean was analyzed by using T-test. The result of t-test based on considering the degree of freedom:

$$df = (N1+N2) - 2$$

H. Validity of the Instrument

In this research, the writer used four task-based approaches as the instrument of test. In giving the test for respondents, the test should be valid. The research instrument should be qualified. The instrument can be valid if the instrument is measuring what the researcher wants to find out. Scarvia B. Anderson et.al in Suharsimi claims the statement "a test is valid if it measures what it purposes to measure"¹².

¹² Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan (edisi Revisi)*, (Jakarta: PT. Bumi Aksara, 2009), p. 65.

The validity in this research used construct validity. This test particularly measured the purpose of the test based on the purpose of particular instructions. It means that every item in the test measured the particular instructions in thinking aspect¹³. The product moment formula was used. Thus, the formula of validity can be seen below:

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \cdot \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

Where:

N = Total number of respondent

R_{xy} = Correlation coefficient

$\sum X$ = Total score of one item

$\sum Y$ = Total score for all item

$\sum XY$ = Multiplication of X and Y

(Suharsimi, 2009: 72)

From the data of try out, by using the formulation of validity above, the researcher found out that the test of the research is valid (see Appendix II).

I. Reliability of the Instrument

Reliability is the other important thing in measuring the instrument. Reliability is used to know the consistency of the test. It focuses on how many items were given to respondents. Reliability is related to validity. Even validity is

¹³ *Ibid*, p. 67.

more important, but reliability supports validity¹⁴. There are several formulas that can be used to measure the reliability of the test. In this research, the writer used Kr.20 formula. The formula can be seen below:

$$R_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where:

R_{11} = reliability

N = total items

S = standard deviation

(Suharsimi, 2010: 100)

Consulting with “r” table with significant 1%= 0.393, it can be seen that $0.96 > 0.393$. it means that “r” formulated $>$ “r” table. So, the test is really reliable (see Appendix II).

¹⁴ *Ibid*, p. 87.

CHAPTER IV

THE PRESENTATION OF THE DATA ANALYSIS

A. The Description of the Data

The data of the research was the score of students' pre-test and post-test. Before give the treatment, the researcher gave pre-test and post-test. The data of this research got from the students' score through pre-test and post-test. The purposes of this research were to find out how the students' listening ability that being taught by using task-based approach and without using task-based approach, to find out how the students' listening ability before and after being taught by using task-based approach, and to find out whether there is a significant effect of using task-based approach toward listening ability. The listening test is about spoof text, song lyric, and report text and was evaluated by concerning four task-based approach: form-filling, selecting, matching, and labeling the diagram. Each task type had its score.

B. The Data Presentation

In order to obtain how the students' listening ability that being taught by using task-based approach and without using task-based approach, to find out how the students' listening ability before and after being taught by using task-based approach, and to find out whether there is a significant effect of using task-based approach toward listening ability, the researcher used pre-test and post-test.

1. The Data of Pre-Test and Post-Test

This research aims to measure the students' score to identify the effect of task-based approach toward students' listening ability of the second year students at SMAN 12 Pekanbaru. In collecting data, the researcher implemented the first step by giving pre-test to both of experimental and control classes in order to identify the students' listening ability before being taught by task-based approach.

For the second step, then the researcher gave the post-test to both of classes in order to find out the students' listening ability after being taught by task-based approach. The listening test was evaluated concerning the four task-based approach: form-filling, selecting, matching, and labeling diagram.

a. The Data of Experimental Class

There were 25 questions in pre-test and post-test. It consisted of 10 questions in form-filling (FF), 5 questions in selecting (S), 5 questions in matching (M), and 5 questions in labeling diagram (LD). Pre-test was given when first meeting before being taught by task-based approach. Post-test was given to the students in the last meeting after being taught by task-based approach. The total number of students in an experimental class was 40 students. The following table is the description of the students' pre-test and post-test scores in experimental class obtained after administrating pre-test and post-test.

Table IV. 1
The Description of the Students' Pre-Test Score

NO	Students	Experimental Class	
		Pre-test	Category
1	Student 1	76	Good
2	Student 2	76	Good
3	Student 3	84	Excellent
4	Student 4	68	Good
5	Student 5	68	Good
6	Student 6	72	Good
7	Student 7	64	Fairly Good
8	Student 8	76	Good
9	Student 9	80	Excellent
10	Student 10	84	Excellent
11	Student 11	60	Fairly Good
12	Student 12	80	Excellent
13	Student 13	68	Good
14	Student 14	56	Fairly Good
15	Student 15	76	Good
16	Student 16	68	Good
17	Student 17	52	Poor
18	Student 18	80	Excellent
19	Student 19	72	Good
20	Student 20	76	Good
21	Student 21	84	Excellent
22	Student 22	76	Good
23	Student 23	76	Good
24	Student 24	80	Excellent
25	Student 25	72	Good
26	Student 26	64	Fairly Good
27	Student 27	84	Excellent
28	Student 28	68	Good
29	Student 29	64	Fairly Good
30	Student 30	72	Good
31	Student 31	60	Fairly Good
32	Student 32	80	Excellent
33	Student 33	80	Excellent
34	Student 34	72	Good
35	Student 35	80	Excellent
36	Student 36	60	Fairly Good
37	Student 37	72	Good
38	Student 38	60	Fairly Good
39	Student 39	64	Fairly Good
40	Student 40	60	Fairly Good
TOTAL		2864	
MEAN		71,6	Good

From the description above, it can be seen that the total score of pre-test in the experimental class is 2864 and mean score of pre-test is 71,6. It means that the pre-test score in the experimental class was categorized into 'good'. In addition, there were 11 students who got excellent category in pre-test. It means that the percentage of the students getting excellent category is 27,5%. For good category, there were 18 students and it means that the percentage of the students getting good category is 45%. For fairly good category, there were 10 students and it means that the percentage of the students getting fairly good category is 25%. And there was 1 student who got poor category and it means that the percentage of the student getting 'poor category' is 2,5%.

Table IV. 2
The Description of the Students' Post-Test Score

NO	Students	Experimental Class	
		Post-test	Category
1	Student 1	92	Excellent
2	Student 2	88	Excellent
3	Student 3	92	Excellent
4	Student 4	96	Excellent
5	Student 5	84	Excellent
6	Student 6	92	Excellent
7	Student 7	100	Excellent
8	Student 8	96	Excellent
9	Student 9	80	Excellent
10	Student 10	96	Excellent
11	Student 11	100	Excellent
12	Student 12	88	Excellent
13	Student 13	100	Excellent
14	Student 14	76	Good
15	Student 15	100	Excellent
16	Student 16	76	Good
17	Student 17	92	Excellent
18	Student 18	100	Excellent
19	Student 19	80	Excellent
20	Student 20	100	Excellent
21	Student 21	84	Excellent
22	Student 22	72	Good
23	Student 23	84	Excellent
24	Student 24	76	Excellent
25	Student 25	72	Good
26	Student 26	100	Excellent
27	Student 27	80	Excellent
28	Student 28	96	Excellent
29	Student 29	96	Excellent
30	Student 30	84	Excellent
31	Student 31	100	Excellent
32	Student 32	96	Excellent
33	Student 33	92	Excellent
34	Student 34	84	Excellent
35	Student 35	84	Excellent
36	Student 36	92	Excellent
37	Student 37	80	Excellent
38	Student 38	96	Excellent
39	Student 39	84	Excellent
40	Student 40	84	Excellent
TOTAL		3564	
MEAN		89,1	Excellent

And then, the total score of post-test in experimental class is 3564 and mean score of post-test is 89,1. It means that the post-test score in experimental class was categorized into excellent. In addition, there were 4 students who got good category in post-test. It means that the percentage of the students getting good category is 10%. And there were 36 students who got excellent category. It means that the percentage of the students getting excellent category is 90%. Total score of post-test is higher than total score of pre-test. It implies that experimental class is listening ability was improving.

The following table shows the frequency of score which was obtained by the students. They consist of pre-test and post-test. The cumulative percentage is also included in table below:

Table IV. 3
The Frequency of the Students' Pre-Test and Post-Test Scores
in Experimental Class

Pre-Test			Post-Test		
Score	Frequency	Percentage (%)	Score	Frequency	Percentage (%)
84	4	10%	100	8	20%
80	7	17,5 %	96	7	17,5%
76	7	17,5 %	92	5	12,5%
72	6	15%	88	2	5%
68	5	12,5 %	84	7	17,5%
64	4	10%	80	5	12,5%
60	5	12,5 %	76	3	7,5%
56	1	2,5 %	72	3	7,5%
52	1	2,5 %	-	-	-
Total	40	100%	Total	40	100%

Based on the table, in the pre-test score, it can be seen that 1 student got score 52 (2,5%), 1 student got score 56 (2,5%), 5 students got score 60 (12,5%), 4 students got score 64 (10%), 5 students got score 68 (12,5%), 6

students got score 72 (15%), 7 students got score 76 (17,5%), 7 students got score 80 (17,5%), and 4 students got score 84 (10%). The highest frequency was 7 at score 76 and 80.

Meanwhile, in the post-test score, there were 3 students who got score 72 (7,5%), 3 students got score 76 (7,5%), 5 students got score 80 (12,5%), 7 students got score 84 (17,5%), 2 students got score 88 (5%), 5 students got score 92 (12,5%), 7 students got score 96 (17,5%), and 8 students got score 100 (20%). The highest frequency was 8 at score 100. The total frequency was 40.

b. The Data of Control Class

There were 25 questions in pre-test and post-test. It consisted of 10 questions in form-filling (FF), 5 questions in selecting (S), 5 questions in matching (M), and 5 questions in labeling diagram (LD). Although the students in control class were not taught by using task-based approach, but the listening questions in control class were similar to the listening questions in experimental class. Pre-test was given in the first meeting, while post-test in control class was given to students in the last meeting after taught listening without using task-based approach. The total number of students in control class was 40 students. The following table is description of the students' pre-test and post-test scores in control class.

Table IV. 4
The Description of the Students' Pre-Test Scores

NO	Students	Control Class	
		Pre-test	Category
1	Student 1	48	Poor
2	Student 2	60	Fairly Good
3	Student 3	64	Fairly Good
4	Student 4	56	Fairly Good
5	Student 5	56	Fairly Good
6	Student 6	80	Excellent
7	Student 7	56	Fairly Good
8	Student 8	68	Good
9	Student 9	56	Fairly Good
10	Student 10	72	Good
11	Student 11	52	Poor
12	Student 12	72	Good
13	Student 13	68	Good
14	Student 14	68	Good
15	Student 15	72	Good
16	Student 16	80	Excellent
17	Student 17	72	Good
18	Student 18	48	Poor
19	Student 19	80	Excellent
20	Student 20	60	Fairly Good
21	Student 21	52	Poor
22	Student 22	60	Fairly Good
23	Student 23	60	Fairly Good
24	Student 24	56	Fairly Good
25	Student 25	68	Good
26	Student 26	76	Good
27	Student 27	64	Fairly Good
28	Student 28	56	Fairly Good
29	Student 29	60	Fairly Good
30	Student 30	76	Good
31	Student 31	48	Poor
32	Student 32	68	Good
33	Student 33	72	Good
34	Student 34	48	Poor
35	Student 35	48	Poor
36	Student 36	72	Good
37	Student 37	72	Good
38	Student 38	52	Poor
39	Student 39	60	Poor
40	Student 40	48	Poor
TOTAL		2504	
MEAN		62,6	Fairly Good

From the description above, it could be seen that the total score of pre-test in control class were 2504 and mean score of pre-test was 62,6. It means that the pre-test score in control class was categorized into fairly good. In addition, there were 3 students who got excellent category in pre-test. It means that the percentage of the students getting excellent category was 7,5%. For good category, there were 14 students and it means that the percentage of the students getting good category was 35%. For fairly good category, there were 13 students and it means that the percentage of the students getting fairly good category was 32,5%. And there were 10 students who got poor category and it means that the percentage of the students getting poor category was 25%.

Table IV. 5
The Description of the Students' Post-Test Scores

NO	Students	Control Class	
		Post-test	Category
1	Student 1	60	Fairly Good
2	Student 2	80	Excellent
3	Student 3	76	Good
4	Student 4	88	Excellent
5	Student 5	68	Good
6	Student 6	72	Good
7	Student 7	68	Good
8	Student 8	68	Good
9	Student 9	64	Fairly Good
10	Student 10	80	Excellent
11	Student 11	88	Excellent
12	Student 12	64	Fairly Good
13	Student 13	84	Excellent
14	Student 14	96	Excellent
15	Student 15	84	Excellent
16	Student 16	96	Excellent
17	Student 17	68	Good
18	Student 18	56	Fairly Good
19	Student 19	76	Good
20	Student 20	80	Excellent
21	Student 21	76	Good
22	Student 22	72	Good
23	Student 23	88	Excellent
24	Student 24	76	Good
25	Student 25	72	Good
26	Student 26	92	Excellent
27	Student 27	60	Fairly Good
28	Student 28	68	Good
29	Student 29	84	Excellent
30	Student 30	96	Excellent
31	Student 31	68	Good
32	Student 32	64	Fairly Good
33	Student 33	96	Excellent
34	Student 34	56	Fairly Good
35	Student 35	92	Excellent
36	Student 36	60	Fairly Good
37	Student 37	80	Excellent
38	Student 38	80	Excellent
39	Student 39	76	Good
40	Student 40	72	Good
TOTAL		2932	
MEAN		73,3	Good

Meanwhile, the total score of post-test in control class was 2932 and mean score of post-test was 78,1. It means that the post-test score in control class was categorized into good. In addition, there were 17 students who got excellent category in post-test. It means that the percentage of the students getting excellent category was 42,5%. There were 15 students who got good category. It means that the percentage of the students getting good category was 37,5%. And there were 8 students who got the fairly good. It means that the percentage of the students getting fairly good category was 20%.

The following table shows the frequency of pre-test and post-test scores of control class:

Table IV. 6
The Frequency of the Students' Pre-Test and Post-Test Scores
in Control Class

Pre-Test			Post-Test		
Score	Frequency	Percentage (%)	Score	Frequency	Percentage (%)
80	3	7,5%	96	4	10%
76	2	5%	92	2	5%
72	7	17,5%	88	3	7,5%
68	5	12,5%	84	3	7,5%
64	2	5%	80	5	12,5%
60	6	15%	76	5	12,5%
56	6	15%	72	4	10%
52	3	7,5%	68	6	15%
48	6	15%	64	3	7,5%
-	-	-	60	3	7,5%
-	-	-	56	2	5%
Total	40	100%	Total	40	100%

Based on the table, it can be seen in the pre-test score that 6 students got score 48 (15%), 1 student got score 50 (2,5%), 3 students got score 52 (7,5%), 6 students got score 56 (15%), 5 students got score 60 (12,5%), 2

students got score 64 (5%), 5 students got score 68 (12,5%), 7 students got score 72 (17,5%), 2 students got score 76 (5%), and 3 students got score 80 (7,5%). The highest frequency was 7 at score 72.

Besides, it can be seen in the post-test score that 2 students got score 56 (5%), 3 students got score 60 (7,5%), 3 students got score 64 (7,5%), 6 students got score 68 (15%), 4 students got score 72 (10%), 5 students got score 76 (12,5%), 5 students got score 80 (12,5%), 3 students got score 84 (7,5%), 3 students got score 88 (7,5%), 2 students got score 92 (5%), and 4 students got score 96 (10%). The highest frequency was 6 at score 68. The total frequency was 40.

To obtain the influence of task-based approach toward students' listening ability, it is important to find standard of difficulty of each item. In finding the standard of difficulty of the instrument, there was a formula to determine whether the test is easy or difficult. The formula can be seen below:

$$FV = \frac{R}{N}$$

Where :

FV = Index of difficulty

R = the correct answer

N = total number of respondents

(Heaton: 178)

The standard level of difficulty is located in the range 0.3 and 0.7. There were no “*too easy*” or “*too difficult*” items. It fulfilled the standard for difficulty

level of instrument. For further description about item difficulties analysis was presented in Appendix III.

To answer the first research question of how the students' listening ability that being taught by using task-based approach toward the second year students at SMAN 12 Pekanbaru, it can be seen on the table below:

Table IV. 7
The Classification of the Students' Listening Ability Taught by Using Task-Based Approach

NO	Score	Frequency	Percentage (%)	Categories
1	80 - 100	34	85 %	Excellent
2	66 – 79	6	15 %	Good
3	56 – 65	-	-	Fairly Good
4	46 – 55	-	-	Poor
5	0 - 45	-	-	Failed
TOTAL		N = 40	100%	
MEAN		89,1		Excellent

From the data above, it can be seen that the students in experimental class got 85% in excellent category. The total number of the students who got excellent category was 34 students. The total number of the students who got good category was 6 students with the percentage were 15%. While the students in experimental class who got fairly good, poor, and failed categories were zero (0). So, based on the mean score (89,1), the students' listening ability of SMAN 12 Pekanbaru that being taught by using task-based approach was categorized into ***Excellent***.

To answer the second research question of how the students' listening ability that being taught by using task-based approach toward the second year students at SMAN 12 Pekanbaru, it can be seen on the table below:

Table IV. 8
The Classification of the Students' Listening Ability Taught Without Using Task-Based Approach

NO	Score	Frequency	Percentage (%)	Categories
1	80 - 100	17	42,5%	Excellent
2	66 – 79	15	37,5%	Good
3	56 – 65	8	20%	Fairly Good
4	46 – 55	-	-	Poor
5	0 - 45	-	-	Failed
TOTAL		N = 40	100%	
MEAN		78,1		Good

From the data above, it can be seen that the students in control class got 42,5% in excellent category. The total number of the students who got excellent category was 17 students. The total number of the students who got good category was 15 students with the percentage was 37,5%. The total number of students got fairly good category was 8 students with the percentage was 20%. While the students in experimental class who got poor, and failed categories were zero (0). So, based on the mean score (73,3), the score of students' listening ability of SMAN 12 Pekanbaru being taught by without using task-based approach was categorized into *Good*.

C. The Data Analysis

In analyzing the data, the data were divided into two. They were pre-test and post-test. To analyze the data in the chapter III, the first step is to find out the main score (M) and the standard deviation (SD) of the score were analyzed by using T-test formula.

1. Mean and Standard Deviation of Experimental Class

a. Finding Mean and Standard Deviation for Pre-Test

The data of students' pre-test scores in experimental class were obtained from the result of their listening ability. The data can be described as follows:

Table IV. 9
The Table Mean and Standard Deviation of Experimental Class
for Pre-Test

Score (X)	Frequensi (f)	fX	fX ²	Graduated Standard
84	4	336	28224	Pass
80	7	560	44800	Pass
76	7	532	40432	Pass
72	6	432	31104	Not Pass
68	5	340	23120	Not Pass
64	4	256	16384	Not Pass
60	5	300	18000	Not Pass
56	1	56	3136	Not Pass
52	1	52	2704	Not Pass
TOTAL	N = 40	ΣfX = 2864	ΣfX² = 207904	

Based on the data obtained, 22 students in experimental class could not get the graduated standard (SKL) or the score obtained < 75, while 18 students could get the passing score standard (SKL) or the score obtained ≥ 75. The percentage of students which could not get the passing score standard as follows:

$$\begin{aligned}
 P &= \frac{22}{40} \times 100 \\
 &= 55\%
 \end{aligned}$$

The percentage of students which could get the passing score standard as follows:

$$P = \frac{18}{40} \times 100$$

$$= 45\%$$

Besides, it can also be seen that the total frequency is 40 and the total scores is 2864, so that Mean (Mx) and standard deviation (SDx) can be obtained as follows:

$$M_x = \frac{\sum fX}{N} = \frac{2864}{40} = 71,6$$

$$SD_x = \sqrt{\frac{\sum fX^2}{N} - \left[\frac{\sum fX}{N} \right]^2}$$

$$= \sqrt{\frac{207.904}{40} - \left[\frac{2864}{40} \right]^2}$$

$$= \sqrt{5197,60 - (71,6)^2}$$

$$= \sqrt{5197,60 - 5126,56}$$

$$= \sqrt{71,04}$$

$$= 8,43$$

From the table above, the distance between mean (Mx) and Standard Deviation of pre-test (SDx) in experimental class was too far. In other words, the scores obtained are normal. From mean score 71,6, it is concluded that Students' listening ability before applying task-based approach is categorized into **Good**.

b. Finding Mean and Standard Deviation for Post-Test

Table IV. 10
The Table Mean and Standard Deviation of Experimental Class
for Post-Test

Score (X)	Frequency (f)	fX	fX ²	Graduated Standard
100	8	800	80000	Pass
96	7	672	64512	Pass
92	5	460	42320	Pass
88	2	176	15488	Pass
84	7	588	49392	Pass
80	5	400	32000	Pass
76	3	228	17328	Pass
72	3	216	15552	Not Pass
total	N = 40	$\sum fX = 3540$	$\sum fX^2 = 316592$	

Based on the data obtained, 3 students in experimental class could not get the passing score standard (SKL) for post-test or the score obtained < 75 , while 37 students could get the passing score standard (SKL) for post-test or the score obtained ≥ 75 . The percentage of students which could not get the passing score standard as follows:

$$\begin{aligned}
 P &= \frac{3}{40} \times 100 \\
 &= 7,5\%
 \end{aligned}$$

The percentage of students which could get the passing score standard as follows:

$$\begin{aligned}
 P &= \frac{37}{40} \times 100 \\
 &= 92,5\%
 \end{aligned}$$

Besides, it can also be seen that the total frequency is 40 and the total scores ($\sum fX$) is 3540, so that Mean (M_x) and standard deviation (SD_x) can be obtained as follows:

$$\begin{aligned}
 M_x &= \frac{\sum fX}{N} = \frac{3540}{40} = 88,5 \\
 SD_x &= \sqrt{\frac{\sum fX^2}{N} - \left[\frac{\sum fX}{N}\right]^2} \\
 &= \sqrt{\frac{316592}{40} - \left[\frac{3540}{40}\right]^2} \\
 &= \sqrt{7914,8 - (88,5)^2} \\
 &= \sqrt{7914,8 - 7832,25} \\
 &= \sqrt{82,55} \\
 &= \mathbf{9,08}
 \end{aligned}$$

From the table above, the distance between mean (M_x) and Standard Deviation of post-test (SD_x) in experimental class is too far. In other words, the scores obtained are normal. From mean score (M_x) 88,5, it is concluded that Students' listening ability after applying task-based approach is categorized into *Excellent*.

2. Mean and Standard Deviation of Control Class

a. Finding Mean and Standard Deviation for Pre-Test

Table IV. 11
The Table Mean and Standard Deviation of Control Class
for Pre-Test

Score (Y)	Frequency (f)	fY	fY ²	Graduated Standard
80	3	240	19200	Pass
76	2	152	11552	Pass
72	7	504	36288	Not Pass
68	5	340	23120	Not Pass
64	2	128	8192	Not Pass
60	6	360	21600	Not Pass
56	6	336	18816	Not Pass
52	3	156	8112	Not Pass
48	6	288	13824	Not Pass
Total	N = 40	ΣfY = 2504	ΣfY² = 160704	

Based on the data obtained, 35 students in control class could not get the passing score standard (SKL) or the score obtained < 75 , while 5 students could get the passing score standard (SKL) or the score obtained ≥ 75 . The percentage of students which could not get the passing score standard as follows:

$$P = \frac{35}{40} \times 100$$

$$= 87,5\%$$

The percentage of students which could get the passing score standard as follows:

$$P = \frac{5}{40} \times 100$$

$$= 12,5\%$$

Besides, it can also be seen that the total frequency is 40 and the total scores is 2504, so that Mean (My) and standard deviation (SDy) can be obtained as follows:

$$\begin{aligned} My &= \frac{\sum fY}{N} \\ &= \frac{2504}{40} \\ &= \mathbf{62,5} \end{aligned}$$

$$\begin{aligned} SDy &= \sqrt{\frac{\sum fY^2}{N} - \left[\frac{\sum fY}{N}\right]^2} \\ &= \sqrt{\frac{160704}{40} - \left[\frac{2504}{40}\right]^2} \\ &= \sqrt{4017,60 - (62,5)^2} \\ &= \sqrt{4017,60 - 3906,25} \\ &= \sqrt{111,35} \\ &= \mathbf{10,55} \end{aligned}$$

From the table above, the distance between mean (My) and Standard Deviation (SDy) in control class is too far. In other words, the scores obtained are normal. From mean score 62,5, it is concluded that Students' listening ability for pre-test in control class is categorized into ***Fairly Good***.

To obtain whether the result of the pre-test in both experimental class and control class is homogenous or not, the following is the formula of homogeneity:

$$\begin{aligned}
 F_o &= \frac{S_b^2}{S_u^2} \\
 &= \frac{8,43^2}{10,55^2} \\
 &= \frac{71,04}{111,35} \\
 &= \mathbf{0,638}
 \end{aligned}$$

To obtain whether the result is homogeneous or not, the writer compared with the F table. The F table was compared by getting the degree of freedom (*df*). To get “*df*”, the writer used the following formula:

$$DF \text{ of numerator} = (N-1) = 40 - 1 = 39$$

$$Df \text{ of denominator} = (N-1) = 40 - 1 = 39$$

The interpretation of homogeneity is $f_o < f_t$. The interpretation of 1% is 2.11, and the interpretation of 5% is 1.69. So, it can be seen that $1.69 > 0,638 < 2.11$.

It can be concluded that the test is *homogenous*.

b. Finding Mean and Standard Deviation for Post-Test

Table IV. 12
The Table Mean and Standard Deviation of Control Class
for Post-Test

Score (Y)	Frequency (f)	fY	fY ²	Graduated Standard
96	4	384	36864	Pass
92	2	184	16928	Pass
88	3	264	23232	Pass
84	3	252	21168	Pass
80	5	400	32000	Pass
76	5	380	28880	Pass
72	4	288	20736	Not Pass
68	6	408	27744	Not Pass
64	3	192	12288	Not Pass
60	3	180	10800	Not Pass
56	2	112	6272	Not Pass
Total	N = 40	$\sum fY = 3044$	$\sum fY^2 = 236912$	

Based on the data obtained, 18 students in control class could not get the passing score standard (SKL) for post-test or the score obtained < 75 , while 22 students could pass the passing score standard (SKL) or the score obtained ≥ 75 . The percentage of students which could not get in post-test the passing score standard as follows:

$$P = \frac{18}{40} \times 100$$

$$= 45\%$$

The percentage of students which could pass the graduated standard in post-test as follows:

$$P = \frac{22}{40} \times 100$$

$$= 55\%$$

Besides, it can also be seen that the total frequency is 40 and the total scores ($\sum fY$) is 3044, so that Mean (M_y) and standard deviation (SD_y) can be obtained as follows:

$$\begin{aligned}
 M_y &= \frac{\sum fY}{N} \\
 &= \frac{3044}{40} \\
 &= 76,1 \\
 SD_y &= \sqrt{\frac{\sum fY^2}{N} - \left[\frac{\sum fY}{N}\right]^2} \\
 &= \sqrt{\frac{236912}{40} - \left[\frac{3044}{40}\right]^2} \\
 &= \sqrt{5922,8 - (76,1)^2} \\
 &= \sqrt{6211,60 - 5791,21} \\
 &= \sqrt{420,39} \\
 &= 20,5
 \end{aligned}$$

From the table above, the distance between mean (M_y) and Standard Deviation (SD_y) in control class for post-test is too far. In other words, the scores obtained are normal. From mean score (M_y) 78,1, it is concluded that Students' listening ability for pre-test in control class is categorized into **Good**.

3. The Data Analysis of Experimental Class and Control Class

a. Analysis of experimental class

Based on the mean score (M) of pre-test 71,6 and post-test 88,5 in experimental class, the differences between mean (M) and standard deviation (SD) can be obtained as follows:

$$\begin{aligned} X &= \frac{88,5-71,6}{71,6} \times 100\% \\ &= \frac{16,9}{71,6} \times 100\% \\ &= \mathbf{23,6\%} \end{aligned}$$

b. Analysis of control class

Based on the mean score (M) of pre-test 62,5 and post-test 78,1 in control class, the differences between mean (M) and standard deviation (SD) can be obtained as follows:

$$\begin{aligned} X &= \frac{78,1-62,5}{62,5} \times 100\% \\ &= \frac{15,6}{62,5} \times 100\% \\ &= \mathbf{21,76\%} \end{aligned}$$

Based on the result of the data above, experimental class increases 23,6%, while control class increases 21,76%. It means that the increase of experimental class is higher than control class.

To obtain the result of the effect of using task-based approach toward students' listening ability, the formula of T-test can be seen below:

$$\begin{aligned}
t_0 &= \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}} \\
&= \frac{88,5 - 76,1}{\sqrt{\left(\frac{9,08}{\sqrt{40-1}}\right)^2 + \left(\frac{20,5}{\sqrt{40-1}}\right)^2}} \\
&= \frac{12,4}{\sqrt{\left(\frac{9,08}{6,24}\right)^2 + \left(\frac{20,5}{6,24}\right)^2}} \\
&= \frac{12,4}{\sqrt{(1,45)^2 + (3,28)^2}} \\
&= \frac{12,4}{\sqrt{(2,1) + (10,7)}} \\
&= \frac{12,4}{3,57} \\
&= 3,47
\end{aligned}$$

The degree of freedom:

$$\begin{aligned}
df &= (N1+N2) - 2 \\
&= (40+40) - 2 \\
&= 78
\end{aligned}$$

After counting the degree of freedom, the writer got result that “t” formulated, 3,47 is higher than “t” table in level significant 5%= 1.99 and 1%=2.64. It can be seen that $1.99 < 3.47 > 2.64$.

The interpretation of hypothesis can be seen below:

- 1) H_0 is accepted if $t_0 < t_t$; it means that there is no significant effect of task-based approach toward listening ability of the second year students at SMAN 12 Pekanbaru.
- 2) H_a accepted if $t_0 > t_t$; it means that there is a significant effect of task-based approach toward listening ability of the second year students at SMAN 12 Pekanbaru.

Based on the interpretation above, the writer can conclude that the score of $t_0 > t_t$. It means that there is a significant effect of task-based approach toward listening ability of the second year students at SMAN 12 Pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Listening skills are essential for learning since they enable students to acquire insights and information, and to achieve success in communicating with others. The most important listening skill is listening for gist and listening for specific information. It helps the students to focus on the information required to finish the listening tasks.

The researcher uses task-based approach in this research. The word “task” is often used here to refer to the special kind of activities carried on in the classroom. Such activities are characterized among other features, by the emphasis put on meaning and the importance assigned to the process of doing thing (how) versus the prevailing role given to content (what) in teaching practice of that decade. After writer collected and analyzed the data, the three of research questions have already answered. The first question, based on the mean score (89,1), the students’ listening ability at SMAN 12 Pekanbaru that being taught by using task-based approach was categorized into *Excellent*,

The second question, based on the mean score (73,3), the score of students’ listening ability at SMAN 12 Pekanbaru being taught without using task-based approach was categorized into *Good*. And for the last question, in finding the significant effect of task-based approach to improve students’ listening ability at the second year students at SMAN 12 Pekanbaru, from the result of data

analysis, the writer found that the “t” formulated is 3.47. In level significant 5%, the score was 1.99%. In level significant 1%, the score was 2.64%. It can be read $5\% < 3.47 > 1\%$. It means that there is a significant effect of task-based approach toward listening ability of the second year students at SMAN 12 Pekanbaru.

B. Suggestion

After finding the result of the effect of task-based approach toward listening ability of the second year students at SMAN 12 Pekanbaru, there are some writer’s suggestions for the students, teacher and school.

1. Suggestion for students

In mastering listening skill, one thing that should be done by the students is that the students have to be interested in listening it self. The students should pay attention to the lesson that has been explained by the teacher and train their listening ability. In this case, task-based approach is an appropriate approach that can be used by the students in listening the lesson text. Task-based approach is an approach that can increase students’ listening ability.

2. Suggestion for teacher

In effort to increase students’ listening ability, teacher must be smart to select the strategy or approach to be used by students in comprehending the listening text. Based on the research findings, there is a significant effect of task-based approach to improve students’ listening ability. It means that, task-based approach can be applied to increase students’ listening ability. Thus, teacher can apply this approach to increase students’ listening ability.

3. Suggestion for school

School is an institution that has a purpose to make students enjoyable in teaching and learning process. School has to observe the students' subject in teaching and learning process, especially in teaching and learning English. School should find the students' interest in teaching and learning listening. In increasing students' listening ability, school should provide means of teaching and learning to improve students' listening ability, such as language laboratory. So, school should help English teacher find the strategy and observe the teacher's activity in teaching English.

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